BEAUCHAMP COLLEGE
Lionheart Educational Trust

SEND Information Report

Meet the Beauchamp SEND team

Vision and Ethos

Beauchamp College wants every student to get the best education, whatever their needs. We work hard to make sure all students can learn well in a mainstream school. We believe everyone should have a fun and interesting curriculum and be able to make great progress from where they start.

Our aim is to help young people grow into confident, kind and responsible members of the school and the wider community. Through the 4Rs, we encourage students to become independent learners who understand their own learning journey and feel ready for life beyond school.

Aims for the provision for SEND

At Beauchamp we want every student with Special Educational Needs and Disabilities (SEND) to feel included, supported, and able to succeed. Our main aims are:

- **Making School Accessible**: We make reasonable changes so students with disabilities can access lessons, the school building, and information.
- **Including Everyone**: We want students with SEND to take part in all school activities alongside other students.
- **Removing Barriers**: We follow national guidance to remove anything that might stop students from learning or making progress.
- **Giving the Right Support**: We provide extra help that is *different from* the usual lessons when needed. This support can relate to one or more of these areas:

- Communication and Interaction

- Thinking and Learning (Cognition and Learning)

- Social, Emotional and Mental Health

- Sensory or Physical Needs

Listening to Families: We listen carefully to parents, carers, and students to make sure everyone feels confident and involved in decisions.

Our commitment

At Beauchamp College, we want every student with Special Educational Needs and Disabilities (SEND) to feel included and supported. Our aims are:

1. Making School Accessible:

We make changes so that students with disabilities can use the school, understand information, and take part in lessons.

2. Including Everyone:

We want students with SEND to join in all school activities with their classmates.

3. Removing Barriers:

We follow national guidance to help remove anything that might stop students from learning or making progress.

4. Giving the Right Support:

We provide extra help that is different from the usual lessons when a student needs it. This support covers four areas:

- Communication and Interaction
- Learning and Thinking
- Social, Emotional and Mental Health
- Sensory or Physical Needs

5. Working Together:

We listen to students, parents, and carers so we can make the best decisions together.

What Are Special Educational Needs (SEND) and Disabilities?

Special Educational Needs (SEND)

A child or young person has SEND if they find learning much harder than others their age and need extra or different support. This means they need special help that is not usually given to other students in a mainstream school.

Disability

The **Equality Act 2010** says a disability is a physical or mental condition that lasts a long time and makes everyday activities much harder.

This can include:

- Problems with seeing or hearing
- Long-term health conditions such as asthma, diabetes, epilepsy, or cancer

Some students may have both SEND and a disability.

Types of Special Educational Need support

Everyone learns differently, and that's okay! If you have Special Educational Needs (SEND), here's what you need to know:

- You're Welcome Here: If you have SEND but don't have an Education, Health and Care Plan (EHCP), you can still apply to join our school. We'll work with you and your parents to make sure you get the support you need.
- What's an EHCP? An EHCP is a plan that explains what extra help you need for your education, health, and care. If you have one, your parents can choose a school they think is best for you. The local authority will usually agree unless: The

school isn't suitable for your needs It would affect other students' learning It would use resources in a way that isn't fair

- Special Schools : If your parents feel you'd do better in a specialist school, they can ask for that too.

Bottom line: We want you to feel supported and included. Whatever your needs, we'll do our best to help you succeed!

What should I do if I think my child has a Special Educational Need?

If you are worried about your child's learning or how they are included in school, please talk to their **teacher, subject teacher, or form tutor** first.

If more support is needed, they may be referred—through the **Graduated Approach**—to the school **SENDCo**, Jim Ardley.

You can contact the SENDCo at:

📧 **sen@beauchamp.org.uk**

📞 **0116 272 9100**

Parents can also choose to contact the SENDCo directly if they feel that is best.

Your views as a parent are very important. They help us during the **assess–plan–do–review** process, along with feedback from teachers, students, and external professionals if needed.

How does our school know if children need extra help?

At our school, we use the **Graduated Approach** to understand what extra help a student may need. This means we look carefully at a student's progress, plan support, put the support in place, and then review how well it is working.

Quality First Teaching for Everyone

All students get high-quality lessons that are adapted (or *differentiated*) to meet different learning needs.

We check the quality of teaching in several ways, including:

- Classroom visits by senior leaders, the SENDCo, and Trust reviewers
- Regular checks on student progress and retrieval practice
- Looking at students' work and teachers' planning

- Meetings between teachers and the SENDCo for advice on supporting students with SEND
- Feedback from students and parents about how well support is working
- Monitoring attendance and behaviour

Tracking Progress

- Every student has targets based on the national curriculum to make sure expectations stay ambitious.
- Parents learn about these through reports, data updates, and events like Parent-Teacher Days.
- Teachers use the school's tracking system to spot students who are not making expected progress.

What Happens if a Student Needs Extra Help?

- Students who may need support are discussed in the school's termly progress meetings with teachers, senior leaders, and sometimes the student.
- Extra support is then planned and recorded. This may include:
- Checking how well the adapted teaching is working
- Giving the teacher new strategies to help the student

If we think a student may need **SEND support**, we will Inform parents and ask them to work with us to help improve their child's progress

Monitoring Progress and Identifying Extra Support

We keep detailed records of students' attendance and behaviour because these help us understand how well they are learning and whether they need extra support.

Every student has **National Curriculum targets** that match national expectations. These targets are shared with parents through school reports, data updates, and meetings such as Parent-Teacher evenings.

How We Track Progress

- Teachers check students' progress using the school's tracking system.
- If a student is not making the progress we expect, the teacher identifies them for extra support.
- These students are then discussed in **termly progress meetings** with the class or subject teacher, a senior leader, and sometimes the student.

From these meetings, we decide what extra support might help the student. This could include:

- Checking how well current teaching strategies are working
- Giving teachers new ideas or approaches to support learning

When SEND Support May Be Needed

If we decide that a student needs **special educational provision** to help them make better progress, parents will be told.

We will then work closely with parents to make sure the student has the best chance of success.

What is the graduated approach?

At Beauchamp College, we use the **Graduated Approach** to make sure students with Special Educational Needs and Disabilities (SEND) get the support they need. This is a four-step cycle: **Assess, Plan, Do, Review**.

1. Assess

- The class or subject teacher works with the SENDCo to gather information about the student.
- They look at all the available data to understand what the student needs.
- Parents are invited to talk about the findings and share their views.
- Together, we start planning how to help the student make better progress.

2. Plan

- If the student needs support that is *different from* normal classroom teaching, we agree on what will be put in place.
- Parents, the student, teachers, and the SENDCo all share their views.
- Evidence-based interventions are chosen and recorded.
- The class or subject teacher leads the plan, with support from the SENDCo.

3. Do

- A clear support plan is written, showing what the student is working toward.
- These targets are ambitious and cover both learning and personal development.
- Older students may also have goals linked to preparing for adult life.

- Parents and the student discuss how they can help too.
- A date is set to check how well the plan is working.

4. Review

- Progress is reviewed with parents and the student every term.
- If progress is still slow, even with good support, we may ask for advice from Lionheart Trust specialists
- Local Authority support services
- Staff from other schools
- Social Services
- Health professionals (such as the School Nurse or CAMHS)

These only happens with parental consent.

Statutory Assessment

Very rarely, if a student has **significant and complex needs** and the school cannot provide everything they require, we may ask the Local Authority for a **statutory needs assessment**.

This might lead to an **Education, Health and Care (EHC) Plan**.

How will the curriculum be matched to my child's needs?

At Beauchamp College, we want every student to access a broad and balanced curriculum that meets their needs. We have high expectations for all students, and teachers use different strategies to make learning accessible for everyone.

How We Adapt Learning (Differentiation)

Subject teams plan lessons so that all students can take part and succeed. This may include:

- **Different groupings:** Some subjects group students by attainment; others use mixed-ability groups.
- **Nurture and support groups:** These groups are smaller and have more adults to give extra help.
- **Careful curriculum planning:** Subject leaders organise lessons in a way that supports understanding and ensures tasks are scaffolded.

Strategies Teachers May Use

Teachers may use several approaches to help students learn well:

- **Pre-teaching** important content or vocabulary, sometimes with help from teaching assistants or with guidance for parents to use at home.
- **Planning lessons** that include retrieval practice, interleaving, and spacing to help students remember more over time.
- **Setting home learning** that reinforces what has been taught in class.
- **Using strategies from Student Passports**, including adapting resources so students with specific needs can access the work.

Monitoring and Support

- The **SEND team and school leaders** check classrooms termly to make sure support strategies are used effectively.
- Teachers work with the **Learning Development Department (LDD)** and parents/students to create **Student Passports** with personalised guidance.
- Students with an **EHCP** also have extra meetings and careers guidance to help with future planning.

Student Voice

- The **LDD team** meets students termly to hear their views and update Student Passports.
- Students also share feedback through questionnaires on Microsoft Forms

<u>How will parents know how their child is doing?</u>

At Beauchamp College, we are committed to maintaining clear and regular communication with parents regarding their child's progress and attainment.

- **Termly Updates:** Progress towards identified outcomes will be shared with parents during SEND support reviews and through the school's formal reporting system.
- **Parents' Evenings:** These provide an opportunity to discuss progress in detail with subject teachers and the SENDCo.
- **Beehive Communication Platform:** Parents can use Beehive to communicate with school staff on a regular basis for updates or queries.

- **Appointments:** Parents are encouraged to arrange meetings with the class or subject teacher, the SENDCo, or a member of the Senior Leadership Team at any time if they have concerns or wish to share information that may impact their child's success.
- **Direct Contact with the SENDCo:** Regular meetings can be booked by contacting the Learning Development Department (LDD) office on **0116 272 9129** or by emailing **SEN@beauchamp.org.uk**.

How will the school evaluate the effectiveness of the SEND provision made for students?

How We Check That SEND Support Is Working

At Beauchamp College, we regularly check how well our SEND support is helping students. We do this in different ways:

Qualitative Data (Feedback)

- We ask parents and students what they think about the support they receive.
- This helps us understand whether the help has improved their learning and supported their progress.

Quantitative Data (Numbers and Progress)

- We look at students' progress and attainment data.
- We compare their results with national expectations for students with similar starting points.

All of this information is reviewed every term and shared with the **Governing Body** to make sure we keep improving.

Additional Checks

Whole-School Moderation

- Each term, leaders check lessons and look at students' work to make sure classroom support is high quality.

Trust-Level Reviews

- The **Lionheart Education Trust** also carries out regular reviews to make sure our SEND provision is effective and of a high standard.

What support will there be for children overall well-being?

At Beauchamp College, we offer a wide range of pastoral support to help students feel happy, safe, and confident at school. Our support focuses on emotional, social, and academic well-being.

Personal Development Curriculum (PDC)

- PDC is taught during a rolling lesson that occurs on a differing lesson each week (E.g. Monday P1, following week Monday P2 etc)
- It helps students build skills like emotional resilience, social understanding, and healthy decision-making.
- Information about what is taught can be found on our school website.

Student and Parent Voice

- We listen carefully to students and parents through Parent Forums and Coffee Mornings.
- A designated Governor checks how effective these activities are.

Targeted Interventions

- We provide small-group, evidence-based sessions to help students with:Social skillsEmotional resiliencePositive interactions
- Details of these interventions are available on the provision maps on our website.

Alternative Social Opportunities

- Some students find busy, unstructured times (like breaks or lunchtime) difficult.
- To support them, we offer smaller, quieter social spaces where they can build confidence and enjoy positive interactions.

Students with medical needs (Statutory duty under the Children and Families Act)

Beauchamp College is committed to following the law (Children and Families Act) to make sure all students with medical needs are properly supported.

Individual Health and Care Plans

- Students with medical needs will have an **Individual Health and Care Plan (IHCP)**.
- These plans are created with the **school nurse**, **parents**, and sometimes the **student**.

- The plan explains exactly what medical support the student needs and how the school will manage it.

Medication in School

- Staff who agree to give or supervise medication will receive **formal training**.
- They must be **certified as competent** by the school nurse before they can support students in this way.

Following Policy and Guidance

- All medication procedures follow the **Local Authority policy** and the **Department for Education guidance** in *Supporting Students at School with Medical Conditions (DfE, 2014)*.
- These rules are built into the school's **Medicine Administration Policy** to ensure safety and consistency.

<u>Staff training and development</u>

Over the last three years, Beauchamp College staff have taken part in a full training programme at three levels—**Awareness**, **Enhanced**, and **Specialist**—to make sure all students receive high-quality and inclusive support.

Awareness Training

All staff receive training to help them understand different needs and use effective classroom strategies. This includes training on:

- Supporting students on the **autistic spectrum**
- Supporting students with **behavioural difficulties**
- Supporting students with **hearing impairments**

Enhanced Training

Additional training is provided to the **SENDCo** to develop more specialist knowledge. This includes:

- **Psychometric testing**
- **Access arrangements**
- **National NPQSEND award**
- **Postgraduate Certificate in Education (Dyscalculia)** with **Approved Teacher Status (ATD)**

How accessible is the school environment?

At Beauchamp College, we want every student, parent, and visitor to feel welcome, safe, and included. Here are some of the ways we make our school more accessible:

Easy Parking

- We have a clearly marked **disabled parking space** right next to the school reception to make access easy for visitors with mobility needs.

Safer Steps

- All steps around school have **bright yellow edges** so they are easier to see, especially for people with visual impairments.

Wheelchair Access

- Ramps are in place at important entrances so that **wheelchair users** and others who need step-free access can move around easily.

Accessible Facilities

- We have an **adapted toilet** for visitors with disabilities.
- There is also a **medical room** where students can safely carry out insulin testing or receive injections.

Our Commitment

- Our **Accessibility and Disability Policy** is available on the school website.
- Our **Accessibility Plan** (a legal requirement) explains how we are working to make the environment, curriculum, and printed information even more accessible. This is also available online.

How will the school prepare/support my child when joining or transferring to a new school?

Enhanced Transition Programme

- Students and parents can meet staff at the new school.
- Students with SEND receive extra support—more details are on our website.

Year 6 Annual Review (for EHCP Students)

- For students with an EHCP or statement, this review helps plan ahead for moving to secondary school.

Help for Parents

- Parents are supported to explore secondary school options.
- External agencies may be involved if needed.

Accompanied Visits

- We can arrange supported visits to other schools or providers.

SENDCo Collaboration

- SENDCos from primary and secondary schools meet to share important information and ensure a smooth handover.

Record Transfer

- If a student moves mid-year, their records are sent to the new school within **five working days**.

Preparing for Adulthood (Post-16 Transition)

Careers Guidance

- All students in Years 8–13 receive independent careers advice.
- This covers education, apprenticeships, training, and vocational pathways.

Information for Parents

- The **National Careers Service** offers advice about education and jobs.
- The Local Authority's **Local Offer** explains SEND support and post-16 options.

EHCP Reviews (From Year 9 Onwards)

- These reviews focus on preparing for adulthood, including:EmploymentIndependent livingTaking part in society

<u>Who can I contact for further information or if I have any concerns?</u>

At Beauchamp College, we value open communication and want to ensure that any questions or concerns about your child's Special Educational Needs (SEND) are addressed promptly and effectively

If you would like to discuss your child's needs or have concerns about the support provided, please contact:

- **Your Child's Form Tutor** – for day-to-day queries and classroom-related concerns.

- **The SENDCo (Special Educational Needs Coordinator)** – for specific SEND support and provision.
- **The Associate Principal** – for wider school-related matters.

For formal complaints, please refer to the **Complaints Procedure** available on our school website.

Support services for parents of students with SEND

Where Can Parents Get Independent Advice and Support?

We understand that navigating SEND processes can feel overwhelming, so here are some trusted sources of help and guidance:

Independent Advice and Support

The **Information, Advice and Support (IAS) Network** offers free, independent advice to parents and carers of children and young people with SEND.

Visit: www.iassnetwork.org.uk to find your nearest IAS service. **Mediation Services**

If you are unhappy with the Local Authority or school's response to your child's SEND needs, you can request **free mediation** through regional mediation services.

More information: www.kids.org.uk/regional-mediation**SEND Tribunal**

Parents and carers can appeal to the **Government's SEND Tribunal** if:

- You disagree with the Local Authority's decisions about your child's SEND.
- You believe your child has been discriminated against because of a disability.

Leicestershire SEND Tribunal Information **Local Offer**

Leicestershire County Council's **Local Offer** provides information about SEND services and support available in the area.

Please follow the link below to the Leicestershire County Council's Local Offer

What is the Local Offer | Leicestershire County Council